

The Cheyney Training School for Teachers



Founded 1837, Reorganized 1902
Seventy-sixth Year

Cheyney, Pennsylvania

1914-1915





Digitized by the Internet Archive
in 2012 with funding from
University of Illinois Urbana-Champaign



A Class in English

The Cheyney Training School for Teachers

UNIVERSITY OF ILLINOIS
3 NOV 1914



Founded 1837, Reorganized 1902
Seventy-sixth Year

A Normal School that combines Academic and Industrial Training
for Teachers of the Negro Race

Cheyney, Pennsylvania
1914-1915

CALENDAR

1914-1915

Sunday, June 14th.....Baccalaureate Address
Monday, June 15th.....Exhibits and Class Day Exercises
Tuesday, June 16th.....Exhibits and Alumni Meeting
Wednesday, June 17th.....Commencement
Dr. Percy Stickney Grant, Speaker.

The school year is one continuous period of little more than thirty-eight weeks, beginning Saturday, September 19, 1914, and ending Wednesday, June 16, 1915.

For the purpose of examinations, this period is divided into two sessions, fall-and-winter and spring.

There are three vacations: four days for Thanksgiving, one week for Christmas, and ten days in the spring. Failure of students to return from any holiday promptly means that they will be deprived of the next holiday privilege, or demerited, or both. Parents and guardians are urged to co-operate with the school in seeing that students return promptly.

July 1 to August 12, inclusive—Six weeks' summer school session.

Friday, September 18—Examinations for entering students.

Saturday, September 19—Opening of the school year 1914-1915.

Wednesday noon, November 25, to Monday, 7 P. M., November 30—Thanksgiving holidays.

Wednesday noon, December 23, 1914, to Monday, 7 P. M., January 4, 1915—Christmas holidays.

Saturday noon, March 20, to Monday, 7 P. M., March 29, 1915—Spring vacation.

Sunday, June 14th.....Baccalaureate Address
Monday, June 15th.....Class Day Exercises
Wednesday, June 17th..Exhibits and Alumni Meeting Commencement

HOW TO REACH CHEYNEY

At Broad Street Station, Philadelphia, ask any railroad employe for the train to Cheyney. Cheyney is pronounced Cha-ny.

BOARD OF MANAGERS

GEORGE VAUX, JR.....	Morris Bldg., Philadelphia
President	
GEORGE M. WARNER.....	Knox Street, Germantown, Philadelphia
Secretary of the Corporation	
GEORGE S. HUTTON.....	648 Bourse, Philadelphia
Treasurer of the Corporation	
GEORGE VAUX.....	Bryn Mawr, Pa.
WALTER SMEDLEY.....	Stephen Girard Bldg., Philadelphia
WALTER P. STOKES.....	Moorestown, N. J.
J. HENRY BARTLETT.....	Tuckerton, N. J.
DAVID G. YARNALL.....	1026 Race Street, Philadelphia
JAMES G. BIDDLE.....	Wallingford, Pa.
ALFRED C. ELKINTON.....	Moylan, Pa.
DAVIS H. FORSYTHE.....	West Grove, Pa.
STANLEY R. YARNALL.....	Friends' School, Germantown, Phila.
Secretary of the Board of Managers	
EDWARD BRINTON.....	West Chester, Pa.
THOMAS C. POTTS.....	316 North Third Street, Philadelphia
JOHN T. EMLÉN.....	Germantown, Philadelphia

ADVISORY COMMITTEE

ISAAC SHARPLESS.....	President Haverford College, Pa.
JOSEPH SWAIN.....	President Swarthmore College, Pa.
JOHN GRIBBEL.....	Philadelphia
PAUL HANUS.....	Harvard University
W. T. B. WILLIAMS.....	Hampton Institute, Va.

FACULTY AND OFFICERS

LESLIE PINCKNEY HILL, PRINCIPAL,
A.B., A.M., Harvard University.

ENGLISH AND SCHOOL MANAGEMENT.

EVANGELINE R. HALL.

A.B., Radcliffe College; Special Work in English: (1) Public Speaking—Summer Course at Emerson's College of Oratory; (2) Composition and Literature, Harvard Summer School, 1912; (3) The Teaching of Oral English, Harvard Summer School, 1913.

DRAWING.

LAURA WHEELER.

Diploma Hartford High School; six years' Drawing and Painting, Pennsylvania Academy of the Fine Arts, Philadelphia; special summer courses Harvard and American Institute of Normal Methods, Cambridge, Mass.

METAL WORKING.

GEORGE K. CONWAY.

Diploma Hampton Institute, Hampton, Virginia; special summer course Cornell University; special summer course at Bradley Polytechnic Institute, Peoria, Illinois.

DOMESTIC SCIENCE.

JULIA PHILLIPS.

Four years' special, Knox College, Galesburg, Ill.; diploma Kindergarten Normal, Galesburg, Ill., Domestic Science Diploma, Teachers' College, Columbia University, New York; B.S. degree Teachers' College, Columbia University, New York.

DOMESTIC ART

OLIVE G. NELSON.

Certificate for three years Rogers High School, Newport, Rhode Island; Diploma Institute for Colored Youth, Cheyney, Pa.; certificate special course, Teachers' College, Columbia University, New York.

AGRICULTURE AND SCIENCE.

D. A. WILLISTON.

B. S. Cornell University.

APPLIED DOMESTIC SCIENCE.

ANGELINE DENNING.

Two years at State Normal College, Albany N. Y.; Diploma Institute for Colored Youth; Student in Chicago School of Home Economics.

Appointments to be made

{ WOOD WORKING.
CHEMISTRY AND PHYSICS.
MATHEMATICS.
HISTORY.
MATRONSHIP.

OFFICE ASSISTANT.

LOTTIE N. CONWAY.

Diploma Ingleside Seminary, Burkville, Virginia; special summer course Institute for Colored Youth, Cheyney, Pa.



Domestic Science

HISTORY

Richard Humphreys, a native of the Island of Tortola, in the West Indies, in early life a slave-holder, and afterwards a citizen of Philadelphia, died in the year 1832, bequeathing the sum of ten thousand dollars to found an institution under the care of members of the Society of Friends, of which also he was a member, "having for its object the benevolent design of instructing descendants of the African race in school learning, in the various branches of the mechanic arts and trades and in agriculture, in order to prepare, fit, and qualify them to act as teachers."

This sum of money was bequeathed to

ELLIS YARNALL	THOMAS EVANS	THOMAS SHIPLEY
THOS. STEWARDSON	JOHN PAUL	LINDSEY NICHOLSON
ROBERTS VAUX	THOMAS WISTAR	JASPER COPE
DAN'L B. SMITH	PHILIP GARRETT	CHARLES ROBERTS
	SAMUEL MASON, JR.	

In 1837 the Institute was founded and in 1842 a charter was procured from the State of Pennsylvania. In 1851 the work was located on Lombard Street, Philadelphia, and in 1866 moved to Ninth and Bainbridge Streets, where a flourishing school of academic grade was maintained with a maximum attendance of 350 pupils.

NEW LOCATION

In 1902 a farm of about 116 acres at Cheyney, Pa., twenty miles from Philadelphia was purchased, and the work of the institution reorganized there upon the broad principle of developing a thorough-going Normal School, that would correlate academic and industrial studies.

In 1914 the official name of the school was changed from The Institute for Colored Youth to The Cheyney Training School for Teachers.

BOARD OF MANAGERS

The Board of Managers, composed entirely of members of the Society of Friends, is active in following up the work of the school in every department. It is in no sense an absentee board. Its meetings are held regularly once a month, and careful reports are made on all the activities and departments of the institution. This insures not only progressive improvement and the strengthening of the business organization but is also an effective means of guaranteeing to the public that the best use is made of the support that comes to the school.

THE PURPOSE OF THE SCHOOL

The administration can not make too plain the fact that the Cheyney Training School for Teachers is not designed to give elementary instruction to immature youth. Adhering strictly to the terms of the original foundation by Richard Humphreys in 1832, this institution is devoted entirely to the training of Negro teachers in the elements of learning, manual crafts, and agriculture. Those who are not willing to study and to apply themselves with concentration to their work should not apply for admission. Applicants are supposed to be sufficiently mature physically, mentally, and morally to take themselves and their work seriously, to have an intelligent appreciation of the condition of the Negro race in America, and to be earnestly desirous of returning to their people as effective missionaries. It is, of course, definitely understood that all students at this school are preparing to become teachers, or honestly endeavoring to discover whether they have teaching qualities.

SELECTION OF COURSES

Applicants should carefully consider before coming to Cheyney which of the five courses offered in 1914-1915 they desire to pursue. When once a course is selected, a student will not be permitted to change from it without very serious reasons. A committee from the faculty will advise with new students about selection of courses on the first day of the new term, September 19, 1914. All who are in doubt about their courses should consult with this committee on that day, or by correspondence. Communications should be addressed to the Committee on Entrance Requirements, Cheyney Training School for Teachers, Cheyney, Pa.

SPECIAL COURSES

Special courses may be arranged for applicants who are sufficiently mature, and who have sufficient previous preparation to enable them to pursue profitably some substantial part of any one or

more of the five courses. Such students will be considered Specials, and will not be given diplomas. They may, however, receive certificates for such work as they do, provided it be of sufficiently high quality. No special student will be permitted to take less than four full subjects a year. All special students should confer with the Committee on Entrance Requirements, so that the chosen subjects may be correlated in the most helpful way.

ADMISSION OF STUDENTS

Three groups of students are admitted to Cheyney Training School for Teachers. All students are supposed to be actuated by one aim; namely, that of securing adequate preparation for actual work in the teaching profession.

Group I. Students who have not done two years of high school work and who must take all or a part of the preparatory course.

Group II. Those who have had at least two years of high school work, or the equivalent, or sufficient practical teaching experience to enable them to specialize in one of the five departments.

Group III. Those who, having had teaching experience, desire further supplementary training in one or more of the departments.

APPLICATIONS

Candidates for admission must carefully fill in the application blanks which will be sent promptly upon request.

Every applicant must submit a careful statement of the actual work done in the last school attended. This statement must be signed by the principal of the school.

CREDITS

In the preparatory department no course in which a student receives a grade lower than C, or 70%, will be counted towards a preparatory certificate.

In the normal departments no major course in which a student receives a grade lower than B, or 80%, will be counted towards a diploma. No minor course in which a grade lower than C, or 70%, is received, will be counted.

No student will be permitted to carry less than 20 hours, four full subjects a week; or more than 35 hours, seven full subjects.

The recitation hour at Cheyney means a period of 45 minutes.

It must be clearly understood that scholarship alone does not merit a diploma or certificate. Earnestness of purpose, loyalty to principle, faithful effort, and willingness to work are positive elements in a student's record here.

Two hours of laboratory or shop work count as the equivalent of one hour of recitation.

Major subjects are printed in full type, minor subjects in italics. Physical training and industrial work are prescribed for every student.

DIPLOMAS AND CERTIFICATES

Any student who has completed to the satisfaction of the faculty any one of the five parallel courses, or the equivalent, will receive a diploma. It is possible for a student to complete one year of his regular normal work, teach for a year or two, and then return, if circumstances will permit, to complete the other years of his course. All candidates for diplomas must have done a satisfactory amount of actual teaching under observation and criticism. Certificates are given to students who complete the preparatory course, and to those who pursue special courses approved by the faculty upon recommendation of the Committee on Entrance Requirements.

EXPENSES

Tuition is free. Any qualified applicant can secure instruction without cost, with all the advantages that flow from the general life of the school. Cheyney thus offers extraordinary opportunities to qualified men and women living in this community. A considerable number can come daily from West Chester or Philadelphia, or other nearby towns and settlements.

All students pay a yearly laboratory fee of \$5.00. In addition to this boarding students secure room, heat, light, well-planned meals and laundry privileges for \$100 for the whole year. Of this \$100, \$12.00 should be paid in advance when a student enters, and after that \$11.00 a month in advance. In other words, a student pays altogether in the first month, \$17.00 and after that \$11.00 monthly. The cost of books ought not to exceed \$5.00 a year. Clothing should be no more nor less than the supply which a student would ordinarily have at home.

There is hardly a school in the United States that offers more to its students than the Cheyney Training School, at such remarkably low rates. In fact, the cost of living here at Cheyney, when actually footed up, is less than in the average home. Parents and guardians should well consider this.

DORMITORIES

Young women live in Emlen and Baily Halls; young men, for the present in Humphreys Hall and Smith Cottage. Emlen and Baily Halls are conjoined, two-story, stone buildings, beautiful in design, steam heated and well ventilated, with splendid lavatory and bath-



Summer School, 1913

ing facilities. Only one student is allowed to occupy a room. Each room contains one white enamel bed, appropriate linen, a dresser, a chair, a rug and a wash stand set. On each floor of both dormitories is a large living room for study and recreation.

The supervision of the life of the young women in these dormitories is directly in charge of a competent matron, whose duty is not only to care for the building, but also to advise with students about the problems connected with the development of the highest type of womanhood. Supplementing the services of the matron, a special committee of the faculty gives careful attention to problems of hygiene and sanitation in connection with the life of the students, and spares no pains in trying to build up a cheerful, spontaneous home spirit among them.

RULES AND REGULATIONS

Not many rules and regulations are laid down. It is understood that students in this school are sufficiently mature largely to govern themselves. Very few of the elementary problems of discipline ought to appear. However, the few rules which are laid down must be strictly and impartially enforced. Students are not expected to leave the grounds without the certain knowledge of the matron, in the case of the young ladies; and of the proctor, in the case of the young men. No young woman is allowed to remain off the grounds or to visit friends or relatives in Philadelphia, West Chester or elsewhere without a written request to the principal from parents or guardian. The same sort of request should be made during the holiday seasons.

Every student is expected to follow punctually and cheerfully the daily schedule. All are expected to report for meals, regularity being one of the most important results of the Cheyney training.

Regular attendance is required at morning devotions, Sunday school and prayer meeting.

Emphasis is placed upon simplicity and modesty of dress and deportment. Extremes of style and fashion are prohibited. Students never need expensive or elaborate personal apparel, and the wearing of jewelry is discouraged. In this connection every effort is put forth to induce the young men and women of the school to feel and exemplify the importance of living well within their means, and of exercising the principles of economy. The school provides a fire-proof locker for the safe-keeping of jewelry, or valuables which students may bring with them. Young women need two gingham aprons, two cooking aprons, two caps, bloomers and soft shoes for gymnastics. Young men need overalls and soft shoes for gymnastics.

WORK REQUIREMENTS

In view of the extremely small charges for board and lodging, all students are required to give to the school daily two hours of work, one in the morning and one in the afternoon. This time is used in household cleaning, chores of various kinds, repair work and in such help in dairying, gardening, poultry-raising and other school activities as students can give. All are required to be faithful and whole-hearted in this work, and all are expected to have some appreciation of the personal development they acquire, as well as the social service they render. Every Negro school must lose no opportunity to inculcate in the student body the principles of initiative, self-help and self-reliance. The Cheyney school endeavors by these work-hours to give prospective teachers practical opportunities to develop spirit and skill for actual work in the world.

Those who do not use profitably the work hours will be asked to make up the deficiency monthly in cash, as definite credits will be given for the work done. It is the help which students give to the school in this way that makes possible the extremely low living charges. Parents and guardians are urged to co-operate with the school in its effort to keep students well up in this department of their duty.

EARNING OPPORTUNITIES

A few students have every year the opportunity of earning the whole or a part of their board while pursuing their regular work. All who do extra work are paid according to the value of their services. Applications for these opportunities ought to be made as early as possible, as there are always more than can be considered.

DEPORTMENT

The Cheyney students should be marked by those qualities of character which are invariably found in the best type of teacher. Personality should be an important result of the training given at this school. It is expected that punctuality, faithfulness and efficiency in labor, courtesy, thoughtfulness of others, the spirit of co-operation and personal initiative shall be distinguishing traits of our graduates. The fact that these qualities minister directly to the highest personal efficiency is kept well before the student body. It is desired that Cheyney shall be conducted on the principles of a well-regulated home, as far as that is possible, and each student is taught his own direct personal responsibility for contributing to that result.

Students who show that their spirit and conduct are distinctly out of accord with Cheyney standards are courteously but promptly asked to withdraw.

RELIGIOUS ORGANIZATIONS

Cheyney is a non-denominational school. Students of many religious beliefs and creeds attend here. Special pains are taken to stimulate and promote a sincere and unpretentious religious life, and to make the Ten Commandments and Golden Rule the basis of daily conduct. Fifteen minutes are devoted every morning to devotional exercises. The regular Thursday evening prayer meeting gives an opportunity for simple but sincere self-expression on the part of the whole student body as to the progress of the religious life of the school. On Sunday a lively Sunday school session is held at 11 o'clock, and a regular service at 7.30 in the evening. In addition to these required religious observances, the Y. W. C. A. for young women, and the Y. M. C. A. for young men, offer still further opportunities for the spiritual upbuilding of the whole student body.

From time to time ministers of the gospel are invited to preach to the whole school, and at intervals the Society of Friends conducts a regular Friends meeting.

MEDICAL SERVICE

The school enjoys the services of one of the best physicians in the community. This physician comes promptly whenever there is need. Moreover, the Chester County Hospital in West Chester is readily accessible in emergencies. The students and teachers contribute as much as they can every year towards the maintenance of a bed in this hospital; and the hope is that there will be enough given before long to have a bed named for the school.

Every student is given a physical examination at the beginning of the year, so that he may know at once any defects that need attention. The gymnastic work, as far as possible, will be made helpful in correcting such defects.

Parents and guardians are urged to see that students have their EYES and TEETH carefully examined before taking up work at Cheyney. Dental and optical work ought to be done during the summer vacation, or during the holidays, so that students may be interrupted as little as possible during the school season.

TRIPS AND VISITS

No student is supposed to make more than two trips a month to West Chester or Philadelphia, unless there is urgent need for it. Friends who expect to visit students at Cheyney ought to make known beforehand their intentions of coming, and parents should time their visits so as to interfere as little as possible with students' routine work.

Young ladies will not be permitted to receive young men as visitors without the express request of parent or guardian in writing to the principal. Students in such a school have very little time indeed for social intercourse outside of the school family. Parents and guardians are requested to co-operate with the institution in this matter.

RECREATION

While students have to give the major part of their time and energy to serious study, careful provision is made for recreation.

A committee from the faculty arranges for frequent periods of social intercourse between students and teachers and for entertainments designed to promote good cheer, good manners, and helpful freedom. The attempt is made to have these periods of recreation as informal and unpretentious as possible. Attractive and profitable walks throughout the neighborhood are frequent sources of enjoyment, and excursions to nearby points of historic interest are made from time to time.

All students are required to take at least two periods a week of gymnastics, not only for the correction of any physical faults which the examiner may detect, but also for the purpose of keeping the whole student body in vigorous health.

The young men have an athletic association which has under its supervision each season the development of basket ball, foot ball, and base ball teams. Early in June of each year the whole school takes part in various athletic exercises arranged for Field Day. On this day there is both class and individual competition. The various athletic activities of the school are all under the sponsorship of a member of the faculty.

STUDENT GOVERNMENT

The first attempt at student government was made during the year 1913-1914. The young women of the school were organized into a Women's Council, whose object has been to co-operate with the faculty in promoting all the aims of the institution, and in developing among the young women the sense and the spirit of personal responsibility. This council has had a positive effect upon the spirit of the whole school. One of its main achievements has been the training it has given the young women of the school in self-expression. It has also stimulated them to think seriously about problems of social betterment, scholarship, health and morals, as applied to the school community and to life. The students consider in council such problems as come to them from their own observation and from the faculty. They come to conclusions about these problems, then submit their recommendations to the faculty for alteration, approval or rejection. The council has also a fine effect in discovering and developing executive ability.

STUDENT EMPLOYMENT

After graduation—what? This is the most serious question which the graduates of any school have to confront. Inasmuch as the Cheyney Training School is ambitious to develop efficient teachers imbued with a high professional spirit, the problem of securing appropriate employment for these graduates is of very great importance. A special committee from the faculty has been appointed to correspond with schools in every part of the country where possible openings for the Cheyney graduates may be found, to keep in touch with the best teachers' agencies, and to advise with members of the graduating class about possible positions. The school also does what it can to find out as fully as possible the nature of every position which a graduate desires to assume.

It is the desire of the Cheyney Training School for Teachers to co-operate with principals of schools everywhere in giving to teachers here exactly what their schools may require. Correspondence with principals wishing teachers who are able to meet special needs will be gratefully and promptly considered.

The same special committee does what it can to secure employment for undergraduates during the long summer vacations.

EXTENSION WORK

The modern school must do more than give to its students a reasonable acquaintance with books, methods and processes. It must make itself felt in the life of the community which it serves. The Cheyney Training School for Teachers endeavors to respond intelligently to this demand. Selected students help in the neighboring colored churches, and frequently groups of students trained by our teacher of music go to the towns and villages nearby and help in many good causes by providing wholesome and instructive entertainment and good music, especially Negro melodies.

The smaller children of the community come into the school once a week, on Saturdays, for instruction in kindergarten principles and the elements of sewing, bench work, agriculture and cookery. These Saturday classes have steadily grown in numbers and effectiveness, and both the children themselves and their parents gratefully acknowledge the help they have received. As occasion offers, students of the school, under direction of the several departments, do what they can in establishing classes in sewing or manual work or cooking in those nearby colored communities where boys and girls of school age need this help. Some of this work has been very effective.

ALUMNI ORGANIZATION

The progress of every such institution as the Cheyney Training School for Teachers ought to depend very largely upon its graduates.

It is extremely important that the work of these graduates shall be widely known. There is no other way by which the school may know definitely how effective are its various endeavors. All the essential aims of the school should be kept steadily before those who have graduated from any of the several courses, and the Alumni ought to have regular meetings for the purpose of advising with the school authorities about important improvements.

To this end a meeting of the Alumni has been called for Wednesday, June 17, at 1.30 P. M. It is earnestly hoped that all graduates of the school from the very foundation will make a special effort to be at Cheyney on that day.

PROSPECTS FOR A TRAINING SCHOOL

At present the students in the advanced classes have their professional practice in the lower classes. One of the great needs at Cheyney has been a regular practice school with children ranging from the kindergarten through the grammar grades. There are now good prospects of a regular training school of a thoroughgoing kind, during the next school year, 1914-1915.

The management of the Shelter Orphanage in Philadelphia has decided after careful and serious deliberation to move that organization, nearly 100 years old, to Cheyney, where the children may not only enjoy the many advantages of open country life, but may also receive the numerous additional benefits that will come to them from this institution. The plan is to have a series of cottages that will correspond as nearly as possible to modest Negro homes, and, in addition to these, a small school house where there can be kindergarten, primary, and grammar grade courses. There will also be in connection with these homes and this school, gardening, and other forms of manual activity.

IMMEDIATE NEEDS

Those who read this pamphlet ought to know that the Cheyney Training School for Teachers has very definite needs which must be met if this institution is going to be made a thoroughgoing professional training centre for Negro teachers. The most fundamental need is at least \$350,000 more for endowment. The present endowment is inadequate to current needs. Subscriptions, small or large, to this endowment will be most gratefully received and acknowledged by Leslie Pinckney Hill, Cheyney, Pa., or by George S. Hutton, treasurer of the Board of Managers, 648 The Bourse, Philadelphia.

Another need at Cheyney is an agricultural building and equipment. Ten thousand dollars has already been promised on condition that the school shall raise \$30,000 more for maintenance. There is at present a great demand for well trained teachers of agriculture. During the next fifty years this demand is going to increase. Nobody

questions that the unimproved land owned by scores of Negro schools will have to contribute more to the maintenance of these institutions. Cheyney desires to train a small group of young men each year to send into this wide and neglected field. Help to this end will be profoundly appreciated.

Two other needs are a dormitory for young men, and a building for dining room, kitchen, storage, assembly and gymnasium purposes.

All who value the progress of good citizenship in this country should realize what a direct contribution can be made to that end in helping this institution to acquire thorough equipment in order that it may do thorough work.

There is nowhere in the United States a really thoroughgoing training school for Negro teachers. Cheyney desires to seize this vast opportunity.

SUMMER SCHOOL (SIX WEEKS)

For nine years the management has conducted a four weeks' Summer School after the close of the regular session. This Summer School work has steadily grown both in numbers and quality. Although the great majority of the teachers who attend come from the rural elementary schools, yet a considerable number represent the best city systems. Teachers come here to be kept abreast of the best modern ideas in the profession of teaching, or for special training in some one or more of the departments offered. The uniform testimony of this body of earnest men and women has been that they get what they come seeking.

The subjects offered in the Summer School have, in addition to their knowledge value, special reference to the application of methods. These subjects are taught by specialists, whose standing and reputation are beyond question. For the teacher in the rural school with an extremely limited salary and meagre local opportunity, the Cheyney Summer School has proved a blessing and God-send. Many written and spoken expressions testify to this.

The principal subjects presented are English, as taught in the grammar grades, school management and supervision, mathematics, drawing, physical training, primary methods, agriculture, history, civics and geography, domestic science, domestic art, and manual training.

The teachers in attendance during these nine years have frequently expressed the hope that more time could be given to this summer work. Accordingly, the course will be extended in the summer of 1914, from four (4), to six (6), weeks, beginning on July 1st, and

closing August 12th. The cost of board and lodging for the six weeks will be \$15.00.

The same dates, July 1 to August 12, and the same boarding charge, \$15.00, will be part of the arrangements for 1915, unless announcement is made to the contrary. It is hoped that the summer school will never hereafter be shorter than six weeks.

Those who desire to take advantage of the summer course should communicate with the Principal as soon as possible, and send at least one-half of the board bill. Only a limited number of students can be accommodated in the dormitories and dining room. Nothing is charged for tuition.

For those who cannot find accommodations here, provision will be made by the faculty for board and lodging in West Chester, which is only five miles away. Fourteen trains pass between Cheyney and West Chester daily.

In addition to the professional help offered by the Summer School, there are numerous opportunities for recreation. Carefully planned excursions to points of historic interest in the neighborhood and to places in and about Philadelphia are features of the Summer School work. A teacher at the end of the summer course should be stronger, not merely in preparation for professional work, but also in physical health and in inspiration.

THE ADVANTAGE OF THE CHEYNEY LOCATION

The advantage of the Cheyney location is that there are on all sides educational institutions of almost every imaginable type, to which students and teachers have access. These institutions extend all the way from West Chester, five miles west of Cheyney, to Philadelphia, twenty-two miles east. They illustrate all the industrial processes emphasized in this school, and every approved method of teaching, from the kindergarten to the university. The same community affords also a variety of institutions devoted to atypical and abnormal types. It commands, moreover, a great body of experts. One of the greatest needs of the average Negro teacher, particularly in the South land, is acquaintance with the best that educational practice has to offer. Here are model farms, model schools and the best types of industrial and business management, school rooms orderly and tastefully arranged, school grounds made beautiful by lawns, shrubbery, flowers, and well-built and well-preserved fences. There is, in short, no institution for Negroes in the United States that has a more fortunate location in this respect. The officials in these neighboring schools are extremely courteous and desirous of helping.

GENERAL STATEMENTS ABOUT COURSES OF STUDY

Every student who enters upon any one of the five professional courses is required to take one period a week in sociology, as applied



Forge Shop

to the present day needs of the Negro in America, so that he may have a survey of the problems, circumstances, and peculiar needs of his own people. This course is given in the first year. Seniors, about to graduate, have said that if they had known when they first entered here the general situation in which they were to work, after leaving Cheyney, they would have profited more by the course. Since the Negro race generally is considered by law and public practice a special class, some effort to make plain the duty and the appropriate spirit of the Negro teacher in working among his people must be made by the Cheyney Training School for Teachers.

All students, in regular standing, must take, in the first year, the history of education; in the second year, the fundamental principles of teaching as based upon the elements of psychology; and in the third year, the history of education in the United States, with special reference to the trend towards vocational training.

During each of the three years, English is offered five times a week. Every effort is made to have the work in English respond to the progressive needs of the several departments. All students in every department, including the general preparatory department, are required to take one period in singing and two periods in gymnastics, for which they are not allowed credits.

Finally, all students in professional standing are required, during the first two years, to make systematic reports on their observation of the method, and practice obtaining in the schools which they will be required to visit. In the practice teaching of the third year these reports will be used.

The courses of study are not fixed, but will be changed from time to time, according to the needs of the students and of the communities served by the school.

PREPARATORY COURSE

This course is intended for students who may not have completed two years of high school work, but who are yet able to begin their preparation for the professional courses.

It is the desire of the management at Cheyney to help as many of the graduates of the secondary and industrial schools for colored people as possible. Considerable numbers of these enter the teaching profession without sufficient preparation. Therefore, Cheyney is offering to such graduates a general course, which, with the exception of foreign languages, corresponds to two years of high school work in the best schools of the country. The greatest emphasis is laid upon English, with proportionate attention to history, mathematics and science.

First Year		Second Year	
English (Bible)	5	English (Bible)	5
General History	4	English History	4
Algebra	3	Geometry	3
Bookkeeping, ½ year.....	1	Chemistry	5
Physics	5	Drawing	2
Domestic Science or		Domestic Art	
Manual Training	2	or	
Hygiene	1	Manual Training	2
Singing	1	Singing	1
Gymnastics	2	Gymnastics	2

ACADEMIC COURSE*

The object of this course is to give thorough experience in the principles and methods of teaching academic subjects in the elementary schools, along with a faithful attempt to show the conditions that should exist between these and industrial subjects. In spite of the trend towards vocational training, the majority of the institutions which Cheyney will serve give the major part of their attention yet to the three R's. No need is greater than well-trained teachers in these fundamental subjects. Therefore, this course gives a thorough review of the subjects offered in the primary and grammar grades, with special attention to methods. Graduates from this department should be prepared to take charge of class work in any Negro school, to work effectively with industrial departments of schools in correlating academic and industrial studies, to act as principals of the smaller schools devoted to elementary work, and to advance to positions of greater responsibility with reasonable ease.

First Year	Second Year	Third Year
English 4	English 4	English 5
Reading 3	History 4	Geography 4
Arithmetic 3	Penmanship 2	Hist. & Civics.....3
Geography 4	Elem. Science 3	Arithmetic 3
Drawing 3	Nature Study 4	Drawing 3
Library Prac.,	Hygiene 2	Child Study 2
½ year 1	Theory of Music...1	Practice Teaching
Theory of Music.. 1	Drawing 2	English 5
Soc. Needs of Negro 1	Singing 1	Ed. in U. S. 1
Hist. of Ed.....3	Gymnastics 2	Singing 1
Singing 1	Observ. & Reports	Gymnastics 2
Gymnastics 2		
Observ. & Reports		

* Not given 1914-1915.

DOMESTIC SCIENCE COURSE

This course is designed to train teachers of cookery, household management, laundering, dietetics, housewifery and nursing. These subjects are taught through three years with constant application of the principles of chemistry to the production, composition, and preparation of foodstuffs. Enough bacteriology is offered to teach the care and preservation of foods.

A general course in domestic art is prescribed for all students specializing in domestic science. In most elementary schools teachers of domestic science are required also to do some work in domestic art. The two subjects properly supplement each other.

Graduates from this department are prepared to hold responsible positions as teachers, or as supervisors of domestic science departments. They should have an intelligent understanding of the best ways of introducing into rural schools elementary courses in domestic science. They should also be able to co-operate with the academic department of schools in which they may be employed, in correlating English, elementary mathematics, and the elements of chemistry with their special work.

First Year	Second Year	Third Year
Practice Cookery...6	Practice Cookery...6	Practice Cookery...6
Theory of Cooking...1	Food Production...2	Dietetics, ½ 3
Chemistry 7	Laundry Prac., ½..2	Home Nursing 1
Physiology, ½ year.3	Laundry Theory, ½ 1	Bacteriology 3
<i>Domestic Art</i> 2	Marketing, 1; House-	<i>Domestic Art</i> 2
<i>English</i> 5	wifery, 2; ½ year.3	Special Methods &
<i>Soc. Needs of Negro</i> 1	Chemistry 7	Practice Teaching.
<i>Hist. of Ed</i> 3	<i>Domestic Art</i> 2	<i>English</i> 5
Singing 1	Prin. of Teaching..2	<i>Education in U. S</i> ...1
Gymnastics 2	Singing 1	Singing 1
<i>Observ. & Reports</i>	Gymnastics 2	Gymnastics 2
	<i>Observ. & Reports</i>	
	<i>English</i> 5	

DOMESTIC ART COURSE

This course offers instruction in most of the employments of a modern household, and gives intelligent appreciation of the methods and processes used in producing the materials employed. As in domestic science, chemistry in an elementary form is taught in connection with the testing of fabrics and with dyeing. Constant stress is laid upon modest and attractive dress and tasteful decoration and arrangement in the average Negro home. The three years' course

includes plain sewing, elementary and advanced dressmaking, weaving, millinery, basketry, and work in design.

All special art students are required to pursue a general supplementary course in domestic science.

Graduates from this department ought to be able to teach the subject, to serve as heads of departments or supervisors, and to introduce elementary courses in rural or city schools.

First Year	Second Year	Third Year
Sewing, Drafting, Pattern Making...10	Elem. Dressmaking Infants' Clothing	Advanced dressmak- ing, millinery....10
Prin. of Sewing... 3	Weaving 10	History of Costumes
Household Chem.	Textiles 3	Principles of Home Decoration 3
Prin. of Design... 4	Textile Design 4	Basketry 3
<i>Domestic Science</i> .. 3	<i>Domestic Science</i> .. 3	Costume Design,
<i>English</i> 5	Prin. of Teaching.. 2	Household Art
<i>Soc. Needs of Negro</i> 1	Singing 1	Design 4
<i>Hist. of Ed</i> 3	Gymnastics 2	<i>Domestic Science</i>
Singing 1	Observ. & Reports	Special Methods & Practice Teaching
Gymnastics 2	<i>English</i> 5	Singing 1
Observ. & Reports		Gymnastics 2
		<i>English</i> 5

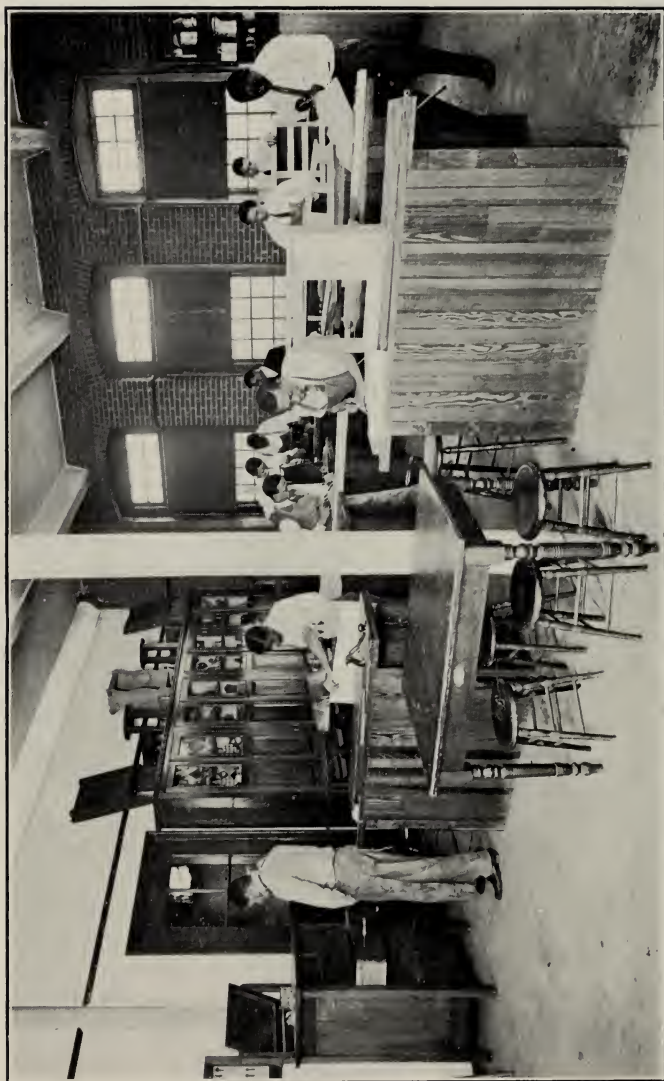
MANUAL TRAINING AND CARPENTRY

In developing teachers of manual training, the object is to shape the course so that special capacity or inclination in students may be detected. During the first and second years, therefore, forge practice metal working, wood turning, bench work, and machine shop practice are all given to the same student, to test his powers and to discover what his special aptitude may be.

The application of the elements of physics and chemistry to manual employments is held steadily in view, and special methods of teaching emphasized.

An abundance of practice in drawing is insisted upon from beginning to end, and the reading and estimating of plans and specifications is made a part of the business discipline of the department.

Two years of manual training lead up to the third year of this course, which is given to one serious craft, carpentry. The effort here is within one year actually to acquaint the student with all the fundamental principles and processes of the carpenter's trade, along with a good deal of experience in mill work, framing and stair building. The year's work ends in the actual construction of a model house.



Wood Working

Graduates from this course, therefore, should be not only good teachers of manual training, heads of departments or supervisors, but should be able to do satisfactory practical work in carpentry.

First Year	Second Year	Third Year
Mechanical Drawing and Design 5	Architectural Drawing and Design. 5	Making Plans and Specifications from Orders..... 2
Forge Practice—	Wood Turning,	Millwork, Framing
Metal Working....20	Bench Work, Machine Shop Prac.20	Stair Building.....20
Reading & Estimating Plans and Specifications ...2	Reading & Estimating Plans and Specifications ... 2	Bus. Management.. 3
Applied Physics.... 4	<i>English</i> 5	Special Methods & Practical Teaching 2
<i>English</i> 5	Prin. of Teaching.. 2	<i>English</i> 5
<i>Soc. Needs of Negro</i> 1	Singing 1	<i>Ed. in U. S.</i> 1
<i>Hist. of Ed.</i> 3	Gymnastics 2	Singing 1
Gymnastic 2	Observ. & Reports	Gymnastics 2
Singing 1		
Observ. & Reports		

AGRICULTURAL COURSE

This is a new course in which the school is placing a great deal of confidence. The coming from Tuskegee Institute of Mr. D. A. Williston, easily the foremost horticulturist of our race, to take the headship of this department is looked upon as being itself a guarantee of its success. The aim, therefore, will be not merely to train young men to understand thoroughly and to be able to do any practical farm work, but to develop teachers who have genuine enthusiasm for food production, and who desire to become teachers and missionaries among the multitudes of Negroes living in the rural districts.

Those who successfully follow this course ought to be able to take charge of any of the farms now owned by scores of Negro institutions of learning, and make them not only productive, but helpful to the boarding departments of these schools. Making school farms more productive is one of the most serious problems which all these institutions have to face. There is a great demand for young men competent to meet this situation. The course covers all the fundamental principles of the science underlying the use and care of soils, plants and animals: animal husbandry in general; poultry raising; the production and care of field crops; fruits, both large and small; flower culture and vegetable gardening. Theory and practice are given parallel emphasis.

The most approved methods of teaching general agriculture, as well as those methods pertaining to the several divisions of the subject, are to be duly developed.

Wherever the Negro farmer fails, the usual explanation of that failure is his lack of business management, system and account keeping. It is to be the aim of this department not merely to develop teachers with the knowledge and skill suggested above, but also to conduct a model school farm, which shall be an object lesson of what can be accomplished by an intelligent application of principles and good management. In the third year emphasis is given to the economics of farming; that is, to the best principles of management, of keeping accounts and records of every sort, as well as of marketing products.

First Year	Second Year	Third Year
Agr. Chemistry.... 5	Agr. Chemistry 5	Business Manage't..4
Animal Husbandry,	Soils 4	(Accounts, Records
Zoology 4	Agronomy (Field	Management)
Poultry Raising....4	Crops) 4	Vegetable Garden-
Botany 2	Entomology (Farm	ing 8
(Geology) 2	Insects) 2	Agr. Bacteriology
<i>English</i> 5	Dairying 2	(Applied to dairy-
<i>Soc. Needs of Negro</i> 1	Pomology (Fruit	ing and soils....5
<i>Hist. of Ed.</i> 3	Trees) 2	Flower Culture....1
Singing 1	<i>English</i> 5	Special Methods &
Gymnastics 2	Principles of	Prac. Teaching...2
Observ. & Reports,	Teaching 2	<i>English</i> 5
Farm Practice	Singing 1	<i>Education in U. S.</i> 3
	Gymnastics 2	Singing 1
	Observ. & Reports,	Gymnastics 2
	Farm Practice	

STUDENTS ATTENDING IN 1913-1914

NAME	CITY	STATE
Allen, Marion B.	Philadelphia	Pennsylvania
Arnold, Emma C.	Atlanta	Georgia
Austin, Faustina	Chickasha	Oklahoma
Beams, Ella T.	Baltimore	Maryland
Bivens, Essie	Wilmington	Delaware
Boardley, Cecelia A.	Trenton	New Jersey
Boone, Sarah E.		Connecticut
Bouser, Addie J.	Wallingford	Pennsylvania
Boyer, Livingston S.	Moylan, Del. Co.	Pennsylvania
Briscoe, Theresa L.	Baltimore	Maryland
Bryant, Bertha	Camden	New Jersey
Bryant, Dora	Camden	New Jersey
Carter, Mildred C.	St. Louis	Missouri
Clarke, S. Lillian	Baltimore	Maryland
Coleman, Cleophas L.	Philadelphia	Pennsylvania
Coleman, Ida H.	Ansonia	Connecticut
Cooke, Georgine B.	Washington	District of Columbia
Combes, Ellen	Washington	District of Columbia
Craft, Charles C.	Washington	District of Columbia
Curle, Ruth C.	Roanoke	Virginia
Davis, Alice B.	Hartford	Connecticut
Davis, Harriett	Hartford	Connecticut
DeVane, Letitia	Whitesboro	New Jersey
Dougherty, Rebecca M.	Philadelphia	Pennsylvania
Douglass, Helen	Philadelphia	Pennsylvania
Edwards, Ruth P.	Augusta	Georgia
Everett, Ruth E.	Lynchburg	Virginia
Fariera, Beatrice L.	Berwyn	Pennsylvania
Farmer, Bella M.	New York	New York
Ferguson, R. Madeline	Cape May	New Jersey
Fountain, Cornelia	Denton	Maryland
Francis, Thomas J.	West Chester	Pennsylvania
Furniss, Myria M.	Princess Anne	Maryland
Gibson, Edith St. C.	Upper Troy	New York
Gilbert, Henry L.	Philadelphia	Pennsylvania
Greene, Adaline D.	Albany	New York
Hawkes, Alvin S.	Philadelphia	Pennsylvania
Hawkins, Roberta M. B.	Baltimore	Maryland
Haywood, Minerva L.	Raleigh	North Carolina
Hamilton, Willie	Columbia	South Carolina
Henry, Clifford E.	Wilmington	Delaware
Hickman, Virginia F.	Hartford	Connecticut
Hursey, Loretta	Baltimore	Maryland
Jackson, Emma V.	Baltimore	Maryland

Jackson, Julia A.	Philadelphia	Pennsylvania
Jackson, Rachel C.	Camden	South Carolina
Jackson, William	Baltimore	Maryland
Lewis, Carolyn	Darlington	South Carolina
Loper, Margaret E.	Newtown Square	Pennsylvania
Mack, Mattie B.	Athens	Georgia
Marshall, Josephine A.	Baltimore	Maryland
Matheas, Victoria A.	Philadelphia	Pennsylvania
McCray, Harriet J.	Chicago	Illinois
McHenry, Rosa W.	Owensboro	Kentucky
McLain, Margaret	Camden	South Carolina
Morgan, Maggie	Cambria	Virginia
Patterson, Marguerite	Hartford	Connecticut
Peace, Gwendolen M.	Raleigh	North Carolina
Peace, Lulu J.	Raleigh	North Carolina
Perkins, Ethel C.	Owensboro	Kentucky
Peters, Sylvester	Allen	Maryland
Pierce, Hubert G.	West Grove	Pennsylvania
Price, Helen	Atlanta	Georgia
Pride, Rebecca L.	Lynchburg	Virginia
Pitts, Allene W.	Raleigh	North Carolina
Ross, Charles H., Jr.	Philadelphia	Pennsylvania
Scott, Della A.	Cambria	Virginia
Shephard, Louise B.	Springfield	Massachusetts
Smith, Aurelia C.	Ansonia	Connecticut
Spaulding, Margaret L.	Durham	North Carolina
Thomas, Bertha	Jamestown	Rhode Island
Tyler, Sara F.	Flushing	Ohio
Walker, Mabel H.	Augusta	Georgia
Warfield, Jennie	Wilmington	Delaware
Weaver, Marguerite M.	Baltimore	Maryland
West, Theodora T.	Newport	Rhode Island
Wilkins, Ruth C.	Baltimore	Maryland
Williams, Katherine	Augusta	Georgia
Williams, Sarah T.	Philadelphia	Pennsylvania
Woodlyn, Viola B.	Philadelphia	Pennsylvania



Dormitories for Girls
Emlen and Baily Halls



The Barn

GRADUATE RECORD

The Cheyney Training School for Teachers

(Formerly Institute for Colored Youth)

Founded 1837; Reorganized 1902. To develop a Normal School which will
correlate Academic and Industrial Education

CHEYNEY, PA.

APPLICATION FORM

PART I

Keep this blank perfectly clean and answer all questions with great care.
Applicants will fill out PART I. ONLY

Date 191

1. Name in full Age.....
2. Home address, Street and No. Town or City.....
State.....
3. Name of father in full
Age..... Place of birth
4. Maiden name of mother
Age..... Place of birth
5. Name of guardian in full
Age..... Place of birth
6. Father's occupation
7. Mother's occupation
8. Guardian's occupation
9. Where and when did parents or guardian attend school? (a) Father
(b) Mother
(c) Guardian
10. Is address of parents same as home address?
11. Do parents own a home?
12. How many children in family? Girls Boys
Age of youngest Age of oldest
13. Is any brother or sister qualified for Cheyney?

14. How many children are in school?.....
15. Give dates and causes of any deaths in the family
.....
16. Religious denomination of family, if any
Of what church, if any, are you a member? How long?
17. Have you completed a grammar school course? Where?
18. How many years have you spent in a High School? Where?
19. Send official record of High School or other work with this application, signed by the principal or proper official.
20. From what High School have you a diploma?
Date of diploma
21. From what Normal School have you a diploma?
Date of diploma
22. From what College have you a diploma?
Date of diploma.....
23. If a teacher, give location, names, and grades of schools in which you have taught, and dates of your teaching.
.....
.....
.....
24. Number of years you have taught
25. State course in which you wish to *specialize* at Cheyney
26. Do you intend to devote your life to teaching after completing your course at Cheyney?
27. Have you in mind any special position you desire to secure?
28. Addresses and occupations of three reputable persons who have known the applicant during the past three years.
It is also desirable to send along letters of recommendation from these same people.
.....
.....
.....

PART II

Applicant must not touch PART II. This is to be filled
out upon entrance at Cheyney.

1. Date of admission at Cheyney
2. How admitted: by examination, diploma, or previous record.....
3. Class to which applicant is assigned.....
4. Date of leaving..... Cause
5. Date of returning Condition on which return is granted

6. Physical condition as described by school physician
7. Promotions..... Failures..... Conditions

8. Remarks:

